



Rothbury First School

Monitoring Policy

March 2024

Review Date March 2025

Monitoring Policy

School Leadership Monitoring

At Rothbury First School, every child has an entitlement to benefit from teaching and learning of the highest quality. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The Head teachers with support and challenge from external advisers, will monitor, evaluate and review teaching to ensure that this high standard is met.

This Policy sets out the criteria that will be used to monitor, evaluate and review all our teaching and will result in the Leadership team knowing the strengths and areas for development in teaching and learning. Teachers will be given verbal and written feedback, including praise and encouragement. Targets will be set for improvement where appropriate. Staff development needs will be identified and met. These actions will result in an improvement in the quality of teaching and learning. All of the above will feed into each individual teacher's Appraisal as appropriate.

OBJECTIVES

1. To ensure that all pupils benefit from teaching and learning of the highest standard.
2. To provide a basis for monitoring evaluation and review.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching.
4. To help to improve the quality of teaching and learning to raise standards and improve progress.
5. To provide a code of practice for monitoring teaching and learning.
6. To encourage challenging and inspirational learning experiences.

STRATEGIES

1. Teaching and learning will be regularly monitored, evaluated and reviewed by the Head teachers. This will include pupil progress meetings, work scrutinies and discussions with pupils.
2. When other senior staff are involved with monitoring teaching and learning, they will be trained in key skills and procedures to ensure that the process is consistent across all staff and in every part of the school.
3. Curriculum planning will be monitored to ensure that it meets the standard required by the Head teachers.
4. The monitoring of teaching and learning will meet the statutory requirements set out in the Performance Management / Appraisal Policy.
5. The outcomes of teaching and learning e.g. pupils' work, questioning and wall displays etc. will be monitored, evaluated and reviewed to evaluate the impact of teaching.
6. Teachers will be given feedback on the strengths and areas for development soon after the monitoring has taken place.
7. The OFSTED criteria for judging the quality of a teaching, learning and assessment will be used as the basis for judgements and for feedback to teachers. Reference to teachers standards will also be used.
8. Teachers will be given feedback covering key points of strength and points for development.

Governor Monitoring

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress. The Governor visit programme is an integral part of the school's yearly monitoring calendar. Each Governor is encouraged to make at least one visit a year during school time and governors will often monitor an area of the School Development Plan in pairs in accordance with the agreed timetable.

Visits enable Governors to:

- See the school at work and observe the range of attitudes, behaviours and achievements
- Get to know the staff and demonstrate their commitment to the school
- Give active support to the staff and the activities of the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first-hand information to assist with policy-making and decision-taking
- Work in partnership with the staff

Before making a visit Governors will

- Contact the Headteachers and agree a date, time and focus for the visit
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited
- Draw up a timetable for the visit with the Head Teachers or Subject Leader
- Head teachers and/or the Subject Leader ensure that all staff are aware of the visit and the expectations on them

On the day of the visit the Governor will remember to:

- Arrive on time and clarify the timetable with the Head Teachers/Subject Leader
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering

After the visit the Governor will:

- Meet with the Head teachers to give a verbal report and to raise any issues that arose
- Complete a report reporting on the focus. The completed report should be given to the Head teachers and then after any possible alterations the report will be circulated to the Governing Body and staff. The Governor Visit Proforma (see Appendix 1) is provided as a guide.
- Governors must report without reference to their own personal agendas and where possible individuals should not be able to be identified.

It is important to remember that visits are a snapshot in time and judgements should not be made arbitrarily.

The visit is not about:

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible preconceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Head teachers and the staff and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor visits will be an enjoyable experience for all involved and will result in effective monitoring by the Governing Body, which will contribute to school improvement.

General responsibilities that apply to all 'Named Governor' positions.

- Know this school; understand the strengths and weaknesses that impact on your area of responsibility.
- Be an effective link between the Governing Body and the school.
- Have an understanding of your area of responsibility, including statutory legislation and requirements.
- Help develop and review policies relevant to your area of responsibility.
- Focus on **positive outcomes for children** and keep them at the heart of your monitoring.

- Agree an appropriate evaluation and monitoring schedule to measure compliance with statutory requirements and impact of policy and plans.
- Act as a critical friend. Support and rigorously challenge the Head teachers and Subject Leaders for your area of responsibility.
- Raise issues with the Headteachers, at Review, Committee or Full Governing Body Meetings as appropriate.
- Ensure your area of responsibility is considered during school planning and budget setting discussions.
- Pay regard to the agreed Monitoring and Evaluation Grid which is set against the school improvement plan on an annual basis.
- Submit reports to the governing body following each visit using the agreed proforma for governor monitoring as a guide.
- Keep your own knowledge up to date.

Governor Visit Proforma

Governors:

Date:

Staff/classes visited:

Focus of visit / Link to school Self Evaluation and Development Plan

- Question from Ofsted grade descriptor
- Question from Ofsted grade descriptor
- Question from Ofsted grade descriptor

Evidence seen / observations:

Conclusions:

Questions to ponder:

Governor Visit: Pupil Discussions

Where appropriate, governors will talk to children in different year groups about their work and school life in order to gain further evidence for the visit.

It is recommended that children bring a piece of work that they are proud of.

Suggested questions:

- Tell us about this piece of work.
- Why are you proud of it?
- How do you know if you have been successful?
- What do you do in lessons to make sure that you have done your best?
- What do you enjoy learning? Why?
- For a Year 4 child: What are you looking forward to at Middle School?
- For a Year 3 child: What are you looking forward to in Year 4?